

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter would like to correlate some essential points with the present study. This study includes some relevant theoretical reviews from related literature. In detail, this chapter explains about the definition and purpose of speaking, the importance of speaking in English learning, speaking skill, group work strategy, cooperative learning, combining arrangement strategy, and the nature of combining arrangement strategy.

2.1 Speaking

Speaking is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown: 2007). It means speaking is an interactive tool to express any ideas or thoughts orally.

Speaking is one of the four English skills which is necessary for effective communication in any language, particularly when speakers are not using their mother tongue. Moreover, speaking seems to be the most important skill required for communication.

Speaking is a productive skill, like writing. Yet, speaking is momentary and must be processed in current time, while written word is constant and can be read and reread. Boonkit (2010) states that reading and listening are considered to be the two receptive skills in language learning and use, while writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Therefore, within a few moment speakers have to plan,

formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words (Ginusti, 2014). To be able to communicate, both speakers and interlocutors need to be present during the activity. Unlike writing skill, the way of application of speaking skill is more effective. Speakers do not need to carry much information to get a message, but they should use various devices such as stress, intonation, pitch, volume, and pausing.

2.1.1 Importance of Speaking

Speaking seems to be the most important skills because it is frequently related to daily communication in a language. Most people are usually referred to learn the language and easy to get the lesson from the speakers of the language. However, not all of learners can communicate fluently and accurately although they have spent many years to study the language (Tuan, 2015). Thus, speaking is also an essential part of learning English.

According to Tuan (2015) non-native students mostly can pass exams easily but they are difficult to use English. In line with Tuan, Pratiwi (2016) stated that speaking is one important skill in learning English language since it is the most essential tool to communicate in terms of business, jobs, and any small talks in real life. Therefore, capability of speaking for English students is the main key for them to understanding their English lesson material.

2.1.2 The Elements of Speaking

There elements of speaking are divided into two parts, language features and mental or social processing. The definition of several features and processes can be seen in two tables below.

Table 2. 1 Language features of speaking

No	Feature	Definition
1.	Connected speech	In connected speech sounds are modified (assimilation), omitted (elision), added (linking 'r'), or weakened (through contractions and stress patterning. For example, when the speakers want to produce 'I would have gone', they not only to be able to produce that individual phonemes, but also to use fluent 'connected speech' like, "I'd've gone".
2.	Expressive devices	Change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of this devices allow the extra expression of emotion and intensity.
3.	Lexis and grammar	Mark spontaneous speech by the use of a number of common lexical phrases, especially in the performance of certain language functions.
4.	Negotiation language	The teacher use to seek clarification and to show the structure of what they are saying. Teachers often need to 'ask for clarification' when they are listening to someone else talk.

Table 2. 2 Mental or social processing

No	Process	Definition
1.	Language processing	Language processing involves the retrieval of words and phrases from memory and their collection into syntactically and proportionally

	appropriate sequences before sounding sentences.
2. Interacting with others	Interaction with more participants. It can be an effective communication because it also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
3. (On-the-spot) Information processing	Quite apart from our response to other's feelings. The interlocutors also need to be able to process the information at the moment when the speakers say. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

2.2 Micro and Macro Skill of Speaking

To have a good communication, speakers have to consider some aspects namely micro skills and macro skills. According to Brown (2004), the micro skills refer to producing the smaller parts of language such as phonemes, morphemes, words, collocations, and phrasal units. While the macro skills imply the speaker's focus on the larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

For instance, both micro and macro skills are needed by the speakers to succeed their communication. The micro skills focus on the smaller chunks of language while the macro skills concern about the larger elements. By understanding those skills, teachers can scaffold the students to acquire the skills through the designed speaking tasks. In this case, the teacher also can divide the students into their group depend on their skill.

2.3 Cooperative Learning

It is necessary a strategy or learning method to reach the aim of the learning. Definitely, learning method is a way that should be taken by the teacher to get all of the learning objectives in effective way. The importance of using method in learning process is to make the students easier to understand instead of getting hard to comprehend the material and it had been mentioned in implicit way by Allah Azza wa Jalla in the Holy Qur'an,

يُرِيدُ اللَّهُ بِكُمُ الْيُسْرَ وَلَا يُرِيدُ بِكُمُ الْعُسْرَ (١٨٥)

Which means, "Allah intends for you ease and does not intend for you hardship..." (QS. Al-Baqarah 2:185). According to tafseer Ibn Katsir (2006), this part of the verse is to explain that Allah wants an easy ways for humans as a form of His grace. As well as in the prophet's hadith, there are many methods of learning exemplified by the Prophet Muhammad, among which are the part of the following hadith.

قَالَ لَهُمَا يَسِّرَا وَلَا تُعَسِّرَا وَبَشِّرَا وَلَا تُنْفِرَا

The fragment of the hadith above means "Make everything easy and do not make it harder, give good news and do not make them run,..." (Bukhari No. 69). in the hadith implicitly the Prophet suggests to ease the delivery process of learning materials, and to conduct an easy and entertaining learning activity so it can provide optimal results.

The other verse in the Qur'an specifically in An-Nahl was mentioned the same thing,

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَنْ

سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

That means “Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided.” (QS. An-Nahl 16 : 125). Implicitly, in the verse of the Qur’an above there are three teaching methods, namely wisdom (*hikmah*), good advice (*mau’idhah hasanah*), and good discussion or dialogue (*mujadalah*) (Aprianita, 2014). Discussion and dialogue can be the entertaining and the effective way of learning for the students. The teacher should make the students do the learning discussion as the way or method to make them easier to understand and get the lesson. In learning process there are many methods that can be used in the class one of them is cooperative learning.

Cooperative learning is a method in teaching and learning process which focuses on behavior in working or helping within a group, which consists of two or more people. Lucena (2016) states that it is a pedagogical practice that promotes academic achievement and communication. Lie (2010) also describes cooperative learning is a model of learning in which students in cooperative learning situations are encouraged and expected to do the same thing together, and they must coordinate their efforts to complete the task.

Cooperative learning is different from traditional classroom where the teacher has a big portion to talk. It considered to be implemented in the class in

order to increase the interactions between students, which is hoped to increase their oral skills, help each other to learn and become less dependent on teacher.

According to Huda (2011), cooperative learning depends on the effective work of the students' groups. Each students are demand to be responsible while learning the material to help the other students in the group. Thus, if the teacher wants to stimulate the students by doing the learning discussion, they can using cooperative learning method within the teaching process.

2.4 Group Work Strategy

Group work strategy is an activity with small treatment and task given in groups toward attaining particular goals (Toseland and Rivas, 2001). Group work strategy is one of the important strategies in English language learning used today. There are many advantages including in group work and it is not limited to empathy, feedback, hope-instilling, mutual assistance, normalization, socialization, social support, and approval.

This strategy can help the improvement in communicative carried by students in their daily lives. According to Harmer (2007) by dividing the whole class into some groups is a greater chance for the students with different opinions and varied contributions more than pair works. It leads broader skills of cooperation and negotiation than pair work, yet more private than work among the whole class. Using this strategy can also facilitate students with a simple group works accommodating everyone in class without classify them. Besides, it encourages students' autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.

As cited in Meng's journal (2009), once suggested group work assisted important role for large classes, where students' involvement was usually a challenge. With these small groups, a teacher could make every student connect each other directly in a large class in learning activities. Shy students were more likely to ask and answer questions in a group setting, not to mention with the low-skill students (Pratiwi, 2016). Thus, putting them into a group may enhance the speaking skill between the student and interlocutor.

Nevertheless, this strategy can actually help all layers of students in large class to speak. Everybody can get the same chance of practicing speaking in the class. Since they are often inhibited when try to say words in a foreign language in the classroom, they are worried about making mistakes, fearful of criticism or losing face (Tuan, 2015). Thus, group work can give much more advantages into students learning process. They will understand how to speaking without feel anxiety.

2.5 Combining Arrangement

The strategies of cooperative learning method in teaching and learning process are various; Combining Arrangement is one of the strategies. It is a strategy or technique of learning process where students are divided into small group, then they are given some materials as an expert to be shared in the new combining group. They learned from many sources and gather it into complete information. Sometimes Combining Arrangement can be called as jigsaw or information gap. Distinguish between Combining Arrangement and Jigsaw is that Combining Arrangement is a teaching strategy while Jigsaw is a teaching technique. Teaching technique is a procedure or trick for completing a specific task. While teaching

strategy usually requires some sort of planning. It is a plan of action design to achieve an overall aim. Thus, Combining Arrangement strategy designed for a specific outcome or result. It usually chosen to bring about a goal or solution of a problem (Intarapanich, 2012).

Meng (2009) explained that the Combining Arrangement described as a group work where the students do split information activities which involves a balance of information, each learner has different unique information. In the combining arrangement the learners are all on an equal footing; each one has information that the others need in order to complete the task. Since the information should be combined to complete the task, the student must communicate the information to the others (Nation, 1979). However, they can only have the clue not the full sentence of the information. Students are expected to explain and elaborate what they got to their friends in order to complete the whole information. Their last goal is to accomplish the task fast. Indeed, it brings the essence of competition. But then, it can turn the students more excited into the process of the learning.

Furthermore, using combining arrangement is the effective activity of teaching where students can directly convey their ideas to others. This strategy proposes the improvement in communicative aspect carried by students in their daily lives. This strategy indirectly engages the learners in real communication and is excellent for providing a large amount of conversation practice in English (Nation, 1979).

For instance, this strategy provides students more opportunities to practice speaking in class together with their friends and initiating group problem solving

which focus on meaningful interaction in a heterogeneous grouping. This strategy also facilitates students with a simple group works and accommodates everyone in class, without differentiating any of them into boxes and let them explore the subject together.

The most important feature is that students are capable of doing a good interaction to others. Learners can find the answer by cooperating and combining their material. A learner cannot find the answer only by looking at his own material. If appropriate materials are employed, this strategy can be used from beginners to advance students.

2.5.1 The Nature of The Combining Arrangement

When Combining Arrangements was implemented in a class, it means the material of the lesson is divided equally between each students in pair or group. No learner can find the answer of the task by studying his own material. There is a need for each person to communicate with other students so that they can combine the materials to reach the accurate answer.

The Combining Arrangement is different from other types of arrangement strategies namely *Superior-Inferior Arrangement* and *Cooperating Arrangement*. Superior-Inferior Arrangement is strategy where a student or one learner takes all the information by himself, while Cooperating Arrangement is when all students exactly have the same material in front of them. Since there is a need to communicate when pictures or media are used, Combining Arrangement is appropriate for real conversation practice. The aim of combining arrangement strategy is focus on students' ability to communicate each other. It is not about the

measure of grammatical and phonological correctness. It is probably true when a combining arrangement is used for the first time, the teacher will hear more errors. The teacher can correct the errors in the end of activity. If the students have the ability of speaking English they would not feel anxiety in communicate the language and it would be easier to learn about the grammar.

According to Nation (1979), although the teacher might be hear some errors from the student, he still can console himself with these thoughts:

1. The foreign language can be used in a purposeful way through combining arrangement.
2. There might be many errors that occur because the learners are not used to communicating in the foreign language. These errors disappear as the learner gain confidence and have more practice.
3. Since the learners are communicating each other as equals and the teacher is not involved, they will not anxious about speaking in a foreign language.
4. All learners are actively using the foreign language.
5. It is best to have different communication ability within a group, because the combining arrangement requires the learners to cooperate to achieve communication. They help each other improve their ability to communicate.
6. The combining arrangement encourages cooperative attitudes among the learners and reduces unwanted competition.
7. Combining arrangement is a fun strategy to get the best outcome for learners.

Since communication being the concern of combining arrangement strategy, it is essential to know for the learners that they should try to communicate in the

foreign language without using the mother tongue. They unable to see each other's sheet containing the material instead they should facing each other and hold their sheets up rather than laying them on desk. Also they should ask each other to repeat, ask question, or ask for extra information to make sure that the communication is successful. It is better for the interlocutors to not too much concern about grammatical of phonological correction if it does not affect communication.

Gibson (1975) also stated in his journal that combining arrangement strategy that is done with a group of ten (or more) can be a "catalyst for communication". It means the students can do the communication process in foreign language faster than before. The most important point about the use of the combining arrangement in groups is that the result of doing the conversation practice is more important than the practice itself.

